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THE SCHOOL FRIEND.
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✓ EDUCATION—No. VI. Intellectual Education.

We shall commence in this number our remarks upon the *proper branches of study* and the *manner in which they should be taught*.

The first subject which presents itself under this head, is that of **LANGUAGE**. This includes the spelling, pronunciation, and meaning of words, reading, writing, elocution, grammar, composition, rhetoric, and, in part, logic. But before treating of these particularly, a few general remarks may not be out of place.

Language is the artificial machinery, by means of which thought and feeling are communicated. This may be done, to some extent, by any kind of symbols or signs, as in the case of the deaf and dumb, but the most perfect machinery for this purpose consists of articulated sounds; letters, syllables, words, and sentences. No language ever formed is capable of communicating ideas and feelings *fully*, as mind holds intercourse with mind, unincumbered by a natural body; neither has the most perfect language, even under the management of the most perfect master, ever yet been cultivated to its fullest capacity of expression. It remains for those yet to come upon the stage, to perfect it, and to exhibit its full power, as a medium of thought and feeling. Every writer, every public speaker, every teacher, and every parent, may do something for the accomplishment of this object, and when it is recollected, that it is the medium through which all other knowledge is chiefly imparted; that the time is approaching when, emphatically, knowledge is to increase, and mind must meet mind in intimate contact and close collision; and, most of all, that the conversion of the world is to be brought about by the truths of the Bible, read or uttered, and enforced in human language, surely motive is not wanting for labor in such a cause.

For successful effort in this branch of education, which occupies so large a portion of the life of every one, a few general principles must be kept in view.

1st. Perfection of language requires *simplicity* and *uniformity* in its *construction*.

If the English language were to be formed anew, it would doubtless be considered essential,

that every sound should have *one*, and *only one* unvarying representative letter, and *no letters* should be *unnecessarily* employed in the formation of words. These two simple principles would exclude an almost endless variety of anomaly. The irregularities and inconsistencies of our language, so numerous and unaccountable, would all disappear. We should, at once, dispense with read (*reed*) and read (*red*); lead (*leed*) and lead (*led*); tough (*tuff*); plough (*plow*); and hough (*hok*); pique and peek; flew and flue; and the ten thousand eccentricities which diminish the beauty and destroy the utility of our noble vernacular. The silent letters in our language increase the size and expense of books at least one-fourth, and how much these and the various sounds of the same letter, increase the difficulty of learning, how much time is wasted which might be spent in other studies, how many, discouraged, close their course of school education before these incipient obstacles are overcome, no statistics can compute. Every one who has ever taught, who has ever written, or who has ever read, has felt this difficulty. But even the irregularity is not uniform. It cannot be predicted with any certainty, how any word may be spelled or pronounced ten years hence. The reasonableness and necessity of a reform in our language in these particulars are so obvious, that it would seem to be only required to understand it, in order to set about it. But here comes in another principle which must also be taken into consideration.

2d. *Good usage* is the only authority recognised for the government of language. The majority of writers and speakers considered by public opinion as *good*, give law to usage in all departments of language. This principle is recognised by all writers on the subject, without a single exception. It will be seen from the nature of the case, that there can be no other mode. If we do not admit the authority of *good* writers, we must adopt that of *bad* ones. If we do not go with the *majority*, we are left with the *minority*. It must be recollected, that, although the principle stated under the previous head, is a correct one, yet it cannot be *forced* upon the public. There is no jurisdiction in matters of literature except public opinion. Every one who has ever compiled a dictionary or spelling book, states at the outset, that he has made it an object of especial and careful examination as to what is *good usage*. As to what is the *usage* of a *majority* of *good* writers and speakers, that is a matter on which they must exercise their judgment. Every one else must do the same. In most cases the question is easily settled, in some, it is doubtful. And here is an opening for every one to do something in the work of reform.

3. Where good usage is *doubtful* or *evidently divided*, we can give our influence in favor of that which promotes simplicity and uniformity of construction. Every opportunity should be improved for accomplishing this object. Every man can do something in this way. Every teacher can do *much*. Dr. Webster spent his whole life in this labor, and has accomplished more towards reforming the English language than any other hundred men who ever lived. In his ardor, he advanced too far at first, but finding himself not sustained by the public, he retraced his steps to a point where he could settle down with the weight of his authority. It is his influence which has relieved our language of the extra *l* in traveling and dueling; of the *u* in honor and labor; of the *k* in music and public, &c., &c. He adopted the principle here stated, that of leaning to that authority which could render spelling and pronunciation uniform and simple. Every teacher can do the same, and though he may not accomplish as much as Dr. Webster has done, he may have the consolation of believing that his tribute will assist in forming that public opinion which will inevitably, at no distant day, remodel and simplify our language, and render it adequate to the accomplishment of those mighty results that are to be secured through its agency. P.

A STORY WITH A MORAL.—When Charles the Second chartered the Royal Society, it is narrated of him that he was disposed to give the philosophers a royal, but at the same time a wholesome lecture. "Why is it, my lords and gentlemen," said he, "that if you fill a vessel with water to the very brim, so that it will not hold a single drop more, yet, putting a turbot into the water, it shall not overflow the vessel?"

Many were the sage conjectures—that the fish would drink as much water as compensated for his own bulk—that he condensed to that amount—that the air bladder had something to do with this phenomena—and a hundred others, which were propounded and abandoned in their turn, much to the amusement of the "merry monarch." At length Mr. Wren (afterwards Sir Christopher) modestly asked, "But is your Majesty *sure* that such would be the case?" "Aye, there," exclaimed his Majesty, laughing, "you have it; always, gentlemen, find out whether the thing be true, before you proceed to account for it; then I shall not be ashamed of the charter I have just given you."

Demosthenes being asked why he was such a coward in battle, said "his indignation was always so strong, that while fighting, his feelings were sure to run away with him!"

Veracity.

Veracity—truthfulness in thought, word and deed—is a first principle of morals. It would almost seem as if we need not teach children truthfulness, provided we could only avoid teaching them falsehood. The child's impulse is unreservedly to believe, and to speak the truth. We teach him doubt and falsehood. We teach him falsehood by our own example, and by making it easier for him to say what is false, than what is true. That truth is the natural impulse of the mind, is manifest, from the slightest consideration of the laws of its development. The ideas of the objects or events which have had words associated with them, (*i. e.* which the child has learned to speak of,) invariably call up in his mind those words, and no other. If the child is questioned about any particular occurrence, the words which describe what he thinks to have taken place, are precisely those which present themselves. The ideas in his mind call up the words which have been associated with them, and it requires an effort to reject those, and call up others expressing something which did not take place. This effort the child makes only from a *motive*, and after he has seen it made by others. We use words to him expressing what he discovers to be contrary to the fact. We parry some inconvenient query by an invention; or we attempt to quiet him by threatening something frightful, which does not come. He witnesses falsehood in many of the daily transactions of life. Thus, the natural association between words and the things they represent, is broken. He soon learns the convenience of falsehood. He is questioned as to some little mischief, which he, without suspicion or hesitation, confesses; and he is punished. He sees a servant or play-fellow escape by denial. He associates punishment with confession, and impunity with falsehood. We must take care of this. Our intercourse with children, and, if only for their sakes, with others, should be marked by perfect truthfulness. It will preserve the confidence of the child, which is one of the most powerful, nay, indispensable, instruments for his improvement. His own veracity we must preserve at all events. Full, frank confession should always obtain its reward of approbation, even if it does not wholly remove the displeasure at what has been done wrong. This fearless spirit of truth, so beautiful in childhood, and the companion of all noble virtues in mature life, requires only not to be withered in its first shoots by severe rebuke, or cold displeasure. Severity is one of the chief causes of falsehood. It excites terror, and terror seeks refuge in deceit. Fear will oppose falsehood and cunning to the force with which it cannot openly contend. The acuteness of the mind is tasked to devise the means of successful duplicity, and its beautiful structure runs out into a distorted development, which future training can do little to alter. We must

preserve, therefore, in our own affairs, a supreme regard for truth. We should hold it up as a glorious principle, worth suffering for, and show our warm admiration for those men who in various ages have chosen neglect, and poverty, and death, for truth's sake.

LALOR.

Compiled for the School Friend.

Physical Education.

The influence of the physical frame upon the intellect, morals and happiness of a human being, is now universally admitted. Perhaps the extent of this influence will be thought greater in proportion to the accuracy with which the subject is examined. The train of thought and feeling, is perpetually affected by the occurrence of sensations arising from the state of our internal organs. The connexion of high mental excitement with the physical system is obvious enough, when the latter is under the influence of stimulants, as wine or opium; but other mental states—depression of spirits—irritability of temper—indolence, and the craving for sensual gratification, are, it is probable, no less intimately connected with the condition of the body. It is, therefore, of the highest importance, that a child should grow up sound and healthful in body, and with the utmost degree of muscular strength that education can communicate.

There are a few common truths with respect to *food, air, cleanliness and exercise*, which should never be lost sight of by those who have the care of children.

A regular and sufficient supply of nutritious food is essential to the healthful support of the body, and the proper development of its organs. If the food is insufficient, the whole system suffers—the blood is impoverished, and produces general debility of the organs, and bodily exhaustion. An excessive quantity of food is equally fatal to health. Children eat to excess when their food is of various kinds, or of a highly stimulating nature. The digestive organs become depressed, and a train of disorders follow. Tyrannical ill temper is the mental result, and parents and friends reap the natural harvest of pampering and sensual indulgence.

Pure air is as essential as food to the support of human existence. When the lungs are forced to breathe an impure atmosphere, the blood, deprived of its needful supply of oxygen, imperfectly depurated, and corrupted still further by contact with unwholesome gases, spreads weakness and disease through the system. The difference between country and city children, which strikes every eye, arises mainly from this cause. Among the wealthier class, there is, generally, a strong sense of the importance of pure air, and a corresponding anxiety to obtain it for their children. Even among these classes, however, there is much neglect, as in the ventilation of bed-rooms; and often an injurious excess of caution, which dreads the

least exposure to a breeze, and by confining children to the house, not only prevents sufficient muscular exercise, but deprives the expanding frame of the delightful and invigorating stimulus of fresh air. The most open, airy, and healthful locations should invariably be selected for schools. School business should be frequently interrupted by a short run in the play-ground. A few minutes so used would infuse vigor into all proceedings.

Habits of cleanliness are both healthful and moralizing. The skin is an organ through which by means of a constant but insensible perspiration, a great part of the waste matter of the human body is carried off. When it remains without washing for any length of time, the matter collected on its surface obstructs the minute vessels or apertures, of which it contains a greater number than an equal surface of the finest cambric, and prevents the waste matter from passing out. The consequence is, that some of the other excretory organs are stimulated to an unhealthy action, and this gradually produces weakness and ill health, or some specific form of disease, as of the bowels or lungs.

When we know that numbers pass through life having scarcely ever given their entire person an ablution; that multitudes never dream of touching with water, any part of their bodies but the face, the hands, and sometimes the feet, except during the extreme heat of summer, we can readily find in such habits, the cause of a considerable portion of the disease which exists. The healthful action of the skin requires that its impurities should be removed by regular ablutions of the entire person. The delicious excitement of the first bath in summer, to those who discontinue bathing in winter, is chiefly caused by the stimulus given to the cutaneous vessels, and through them to the whole system, by the removal of the collected impurities of many months. Many, to whom entire ablution by bathing or sponging is a daily practice, can speak of its admirable efficacy in bracing and harmonising the system, and guarding it against the varieties of colds, coughs, &c. Such habits appear extremely troublesome and difficult of acquirement to those who grow up to mature life with opposite ones; but it is in our power, by education, to make them an essential part of the nature of the young. Children might be trained to habits of strict and entire cleanliness, which would never leave them, because they would make it far more painful to omit regular ablution, than it now is to the most reluctant to practice it.

(To be continued.)

FAITH, HOPE AND CHARITY.—A student at a university being called upon for a definition of those Christian virtues, made his reply as follows: *Quid est Fides? Quo non vides. Quid Spes? Vanares. Quid Charitas? Magna raritas.* Translation—What is Faith? What you cannot see. What is Hope? A thing too vain to be. What Charity? A great rarity.

Derivations.

Besides those names of things which have undergone so little change as to furnish palpable evidence of their origin, there are a few which have been traced out of less obvious character, which are very curious. Thus curmudgeon—a miserly fellow—is from the French *Cœur Méchant*—bad heart. John Dory—a fish of this name—from *il janetore*, the door keeper—this fish being called in Italy, also, *San Pietro*, after the Apostle of that name, popularly supposed there the door keeper of Heaven. Jerusalem Artichoke derives its adjectival name from a corruption of *Girasole*, Italian—turning to the sun, it being the sun-flower variety of that plant. Currant is a corruption of *Corinth*, or grape of Corinth, as damsons, properly Damascene, of the plum of *Damascus*.

The Geneting apple is derived from *Jeanneton*, or Jane of Navarre, in France, who gave it her name. The Mayduke cherry is a corruption of *Medoc*, in Burgundy. Asparagus is termed by many persons Sparrowgrass. Tuberose, which is neither “tubes” nor “roses,” is derived from the adjective botanical title *Tuberosa*, that is tuberos. In the same manner gilliflower takes its name from the season of its flowering in England—July.

I will add andiron to this list, the name changed from *end iron*—an iron to receive the ends of logs. The term bankrupt is from the Italian phrase *bancorotto*, broken bench, which refers to the state of things during early ages, in the banking or money changing community there. In the *bourse* or exchange halls in Lombardy, the money changers had stalls or benches, whence the title bank or banco, at which they transacted their business. When any one of these gentry failed to meet his engagements or became insolvent, his bench was broken and thrown into the street, and the name *bancorotto* or bankrupt given him. Our old English dramatists use the orthography *bankerout*, from the same source. It is both purer English and of clearer significance.

I was forcibly reminded of this term as well as its derivation, during the mob riot which resulted in the destruction of the Exchange Bank, at the corner of Third and Main streets, some three years since. After the rioters had destroyed or mutilated every thing else within their reach, they seized the counter, which they carried into the street and broke into pieces there.—*Cist's Adv.*

“Why do you not hold up your head as I do?” enquired an aristocratic lawyer, of a neighboring farmer. “Squire,” replied the farmer, “look at that field of grain; all the valuable heads hang down like mine; while those that have nothing in them, stand upright like yours.”

We understand, says an exchange paper, that an ingenious Yankee has put up a saw mill, which is driven by the force of circumstances!

Effects of Good Management.

Mr. Page, the Principal of the State Normal School, in his admirable address before the Teachers' Institute of this county, at its last session, while on the subject of school government, and corporeal punishment, related an instance of the beneficial effect of good management that is worth being widely disseminated, that teachers generally may profit by it.

Mr. Page said that while engaged in school teaching at the east, he had a boy brought into his school one day by his parent, who reported him as a very bad child. The father came into the school with him, leading him by the collar. He said he had been in other schools where they could do nothing with him; that they had flogged him severely at home, yet he heeded it not; that he would not observe the Sabbath to go to Sabbath school; in fact, that he disobeyed parental and defied other authority; and he had now brought him to see what he [Mr. P.] could do with him.

While this account was being given by the father of the son, the latter looked about with the expression, that he would maintain his character there. Mr. P. took him, and while he remained in the school for a few days, he was obliged to chastise him for his disobedience. Mr. P. was then taken sick, and for several weeks another teacher supplied his place, who boarded at the same house with him, and used daily to relate to him the trouble he had with this boy, and the punishment he gave him. Mr. P. said the accounts he received made him nervous, and protracted his recovery; but finally, he regained his strength, and again took charge of the school. He had before observed the movements of this boy, and commenced again to watch him. He saw him one day when the boys were out at recess, step up to a couple of smaller boys who had clenched each other in anger, put a hand upon each one of them and separate them, at the same time saying to the larger boy, that if he wanted to fight any body he must take a boy of his size, and not meanly impose upon a smaller one. Another time he came to the school with his pockets full of apples. Soon his associates gathered around him, each one saying “Bill, (William was his name) give me an apple?” which request he complied with until they were all gone, when a little fellow came up with the same question. He felt in all his pockets, but had none, and then replied, “I wish I had one for you, but I have not.”

Soon the boy annoyed him in a number of ways, until one day when he was hearing a class recite, he did a forbidden thing, when Mr. Page spoke to him and said, “William, you may come here and stand by my side.” The boy obeyed. Mr. P. let the class proceed, but still his thoughts were with the boy, and finally he sent them to their seats. He had called him out with the intention of applying the rod. But he took him

up to his desk, put his right elbow upon it, his hand to his head, and his left hand over the shoulder of the boy. The latter looked up at him, as much as to say, what new thing is coming now?

Mr. P. then commenced talking with him in a low tone. He said to him, “William, you are a strange boy. I don't know what to make of you. You will be a bright man or a very bad one, and I fear the latter. I know that unless you reform, your end will be a sorrowful one to yourself and to your friends. Yet there are some good things about you, William.” And then he went on to tell him, what he had observed in him, when he separated the boys, and when he gave away his apples. In looking down upon him at the time, to his surprise, Mr. P. observed tears gathering in his eyes. He continued to talk to him so as to reach his feelings. He then asked him if he would be a good boy if he would let him go that time, to which he replied, “I will try, sir.”

At first William endeavored to suppress his emotions, that the other scholars might not see them, but finally, as he left the desk, he burst into tears, and took his seat among his fellows, a subdued boy. Force had not conquered him; but good management—kind words—words of praise had overcome him.

From that time Mr. Page had no trouble with William, while he remained in the school. He finally left it to learn the trade of an iron founder. The change had not only taken place in his behavior at school, but at home. He was another boy.

Single instances do not, as was remarked by Mr. Page, prove the correctness of a rule. Yet such instances should always be remembered by every teacher. Their vocation is a most important one. By harshness to youth, they make bad worse; by kindness and good management they may change the bad nature to a genial one. They should ever study the capacities and the disposition of a child. They should, while cultivating his intellect, not forget to reach and benefit his heart. In our judgment, a teacher should never use the rod until other means have failed; and when in the use of it, he should, as in the case of Mr. Page and William, strive to awaken the better feelings of the child, for he may thereby save one who will be an ornament in society and a blessing to his fellows, instead of hardening him in disobedience, sealing up his happiness, and causing him to cast a blighting influence upon the community. Teachers, parents, study good management if you would benefit the young about you.—*Poughkeepsie (N. Y.) Tel.*

VERY SENSIBLE.—It was well remarked by an intelligent old farmer, “I would rather be taxed for the education of the boy, than the ignorance of the man. For one or the other I am compelled to pay.”

THE SCHOOL FRIEND.

CINCINNATI, MARCH 1, 1847.

Texas.

This young State is making noble efforts in the cause of education. Some time since we noticed the fact that free schools on a most liberal plan were about being established in Galveston. Since that time we have received an account of the spirited proceedings at the dedication of these schools. We have also received the first number of an educational paper, called the "*Public School Advocate*," which has just made its appearance as the organ and under the fostering care of the "*Texas Literary Institute*." This Institute was established about a year since, its object being, in the language of its constitution, "to promote, by every laudable means, the general interests of education, throughout the State of Texas." Since its organization, the Institute has held several meetings, and among other good works, has started the journal alluded to above. The first number of the "*Public School Advocate*," gives evidence that it will do good service in the cause to which it is devoted. We hope it may accomplish all the good which its benevolent founders desire it to do. In an article in the number before us headed "Text Books," however, the editors make some remarks, which we either do not understand, or understanding, cannot exactly agree to. After mentioning that a convention of the friends of education, held in Houston, some time since, recommended certain text books for general use, they say: "The Friends of Education did not recommend these books as being in any particular unsurpassed by any other publications of the same character. But to save expense to parents, and to produce, as far as practicable, uniformity in the modes of teaching throughout the State." Where is the "saving of expense to parents" in using inferior school books, friend Advocate? Why not recommend those which are unsurpassed by any others?

In selecting text books, we believe the first, and most important point considered, should be the *intrinsic merits* of the works. If there be a marked difference in this respect, in favor of one book, or series of books, over others of the same character, the fact that one of those others costs a little less, should by no means prevent the adoption of the *best* book. Much more will be saved to the parent by the ease and facility with which the pupil learns, than the trifling difference in the cost of the books. If two works are deemed *equal* in merit, then their comparative cost may decide between them.

On consideration, we think that the *printer*, and not the editors of the Advocate, must be responsible for the sentiment contained in the above extract.

In conclusion of this article, (which we intended to write on educational matters in Texas, but

which has somehow turned upon school books,) we beg respectfully to commend to the editors of the Advocate, and the teachers generally of Texas, *McGUFFEY'S ECLECTIC READING AND SPELLING COURSE*. We feel sure, that a candid and careful examination of the books of this series, will show them to be, all things considered, the best works of the kind yet published in the United States, as they are, considering the amount of matter contained in them, the cheapest. They were recently adopted as text books in the schools of Galveston.

Geography and Topography, or Blank Maps.

The following extract is from an article on this subject, in the American Journal of Education:

"The Abbe Gaultier furnished a most elaborate work, some years ago, in France, on the subject of teaching geography by means of blank maps. In this he was the pioneer of a great improvement, which is becoming extensively adopted in the best schools in our country. The method of indicating the situation of places by the aid of blank maps, affords an excellent test of the progress of the pupil, who is supposed to study his lessons upon a map, on which the names are all printed. He here recites from a map corresponding to his own in its physical and local features; but without *any* names. By this method, the study is made pleasant; it becomes often amusing;—there is chance for digression. Cognate, or collateral topics, are incidentally brought in, comparisons are instituted, the reasoning faculties are brought into exercise, and the dry tirade of insignificant names is not made to burden the memory, without having the commercial advantages or disadvantages of position pointed out. *Joseph H. Mather & Co.*, of Hartford, Ct., in connection, we believe, with Mitchell, of Philadelphia, have furnished an excellent set of blank maps, that are doing good service in the diffusion of geographical knowledge in the schools of our country."

In explanation of "THE BLANK MAPS," so favorably noticed in the above extract, we are happy to add, that said maps are known as "*MITCHELL'S SERIES OF OUTLINES*," and comprise twenty-four distinct maps, beautifully colored,—substantially backed with cloth,—and well prepared for the school-room and safe keeping;—with a Key of Explanations, Definitions, Exercises, &c. &c. Price \$15 per set.

We had forgotten to mention that the set now includes a large extra map of Europe, adapted to the study of Ancient and Modern Geography; and the new edition of "*The Key*" contains a "*Pronouncing Glossary*;"—thus rendering it convenient, not only for the student and the teacher, but also for business men, and others.

Geography is a pleasing, and important study, and particularly in this progressive and utilitarian age; and emphatically so, in this commercial and traveling country. And we truly believe, these maps are peculiarly adapted to give a thorough and practical knowledge of this great subject. For the views of distinguished educators, see pamphlet circular. Communications on the best mode of teaching Geography, are respectfully solicited for our succeeding numbers.

Teachers' Institute in Cincinnati.

A teachers' institute was held in Cincinnati on the 25th, 26th, and 27th February. We shall endeavor to give some account of the proceedings in our next number.

Ohio School Journal.

A new volume of this paper commenced with the January number. To those who were subscribers to the first volume of the Journal, it is unnecessary to say, send in your subscription to the second volume; we doubt if any of them would willingly be without its welcome visits. To every teacher and friend of education, who is not already a subscriber, we would say,—You cannot possibly invest fifty cents where it will yield you better returns than by sending it (*post paid*, if by mail,) to the "*Ohio School Journal*," Columbus, O." as a subscription to the present volume.

The editor says that about three hundred subscribers are necessary to defray the expenses of paper and printing. Let him not be able to say this three weeks from this time!

Thanks.

Our thanks are due to the numerous editors of public journals, who have expressed their hearty commendation of our enterprise; also, to the many friends who have sent us educational documents, some of which are very valuable to us.

Thanks should be the evidence of gratitude; though they are in fact often used but to conceal a lack of it, as words are sometimes used "to conceal the thoughts." In the present instance, they are most sincere. To our brethren of the press *educational*, we would say,—we shall endeavor to thank you for your "exchanging" by benefiting ourselves as much as possible in the perusal of your columns.

Michigan School Journal.

"Vol. I, No. 1," issued in January last, is at hand, well filled with interesting and instructive matter. It is published monthly, by J. H. WELLS, —Edited by M. M. Baldwin.—Terms, fifty cents per annum.

Indiana School Journal.

Just half the size of the "*School Friend*," published monthly, in Greencastle, Indiana. Terms, twenty-five cents per annum. An excellent little paper! We hope it will be well patronised by our Indiana friends.

By the way, friend Hurd, where did you find the article in your March number headed "Education. Objects of Education?" "Render unto Cæsar," &c.

SELF APPRECIATION.—An Irish laborer plunged into the river and hauled out a gentleman who was accidentally drowning; the gentleman rewarded Pat with sixpence.

"Well," said the dripping miser, seeing Pat's doubtful pause, "aint you satisfied? Do you think you ought to have more?"

"Och!" answered the poor fellow, looking hard at the one he had rescued, "I think I'm over paid!"

For the School Friend.

ON TEACHING ARITHMETIC.—NO. 2.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

In the preceding article on this subject, it was stated that there were two methods of teaching arithmetic. In that we described the old method of teaching by rule, without reference to principles. The present article will be devoted to the modern and improved course, which may, with propriety, be designated *the method of instruction by principles*, or the rational method.

According to this course, the pupil progresses in a regular, gradual, and intelligent manner. He is made to understand the nature of each subject, and the reason of each rule, by an analysis of the simplest examples, embracing such small numbers, that they are readily comprehended. As far as possible, he is not required to perform operations the reason of which he cannot understand. He is required by his instructor to give the why and wherefore of every step that he takes, and to point out its bearing upon the final result. According to this plan, the great object at which the pupil aims, is not merely to get the correct answer, but to understand fully the nature of the question he is solving, and to explain clearly, the process that should be followed to obtain the required result. In a word, every rule is clearly explained and demonstrated, and every example is thoroughly analyzed. The pupil is thus made master of his subject, and is rendered capable, either of instructing others, or applying his knowledge in any other practical manner. When he meets with a new question, he is at no loss to determine what operations should be performed to obtain the required answer; and, having been accustomed to consider the relations of numbers, if a question is presented, that is faulty in its conditions, he soon perceives it, and is not made ridiculous by an attempt to perform impossibilities, as some pupils are who suppose the great point to be ascertained, is, to what rule does the question belong?

While all really good teachers agree in the importance of teaching principles, and thus rendering the pupil self-dependent, there is some difference of opinion as to whether a learner should be required to master every principle, while going through the subject the first time. Without attempting to decide this question, I would recommend the instructor to render his pupils as familiar as possible with the principles, while first studying the subject. I believe, however, that it will generally be found, that it is only when reviewing the subject, that it can be expected of the majority of pupils, to understand all the principles. Indeed, with some, even this will not be found practicable. The thorough and judicious instructor, however, will be governed by the circumstances, and abilities of his scholars, and so far as he can, will endeavor to instil into their minds, a knowledge of the principles of the sci-

ence, feeling assured that no instruction can be either valuable or permanent, that does not embrace the elementary principles on which the subject rests. The next article will be devoted to the subject of Notation and Numeration.

An Excellent Schoolmaster.

The following capital story of a New York schoolmaster, which must have fitted him for operations on an extended scale, is given in an exchange paper:

"I heard of one of your committees interfering with a vengeance, and turning out a schoolmaster for committing enormities, in the way of illustrating his lessons. It appears that he had enlisted the feelings in natural philosophy, and tried to get some apparatus, but was told to do the teaching, and leave the nonsense; but nothing daunted, he got some apparatus himself, and told the boys if they would bring him a mouse or two the next day, he would show them the effects of nitrogen gas upon them. The next day the committee called to reprove him, because, forsooth, the boys, in their eagerness to learn, had been up all night, trying to catch mice for their master, and disturbing the house! He promised to do better, but when he came to astronomy, he committed a more atrocious crime—for being deficient of an orrery, he took the biggest boy in school, and placing him in the middle, for the sun, told him now to turn round slowly upon his axis, as the sun did; then he placed a little fellow for Mercury; next to him, a girl for Venus; then a representation of Earth; then a fiery little fellow for Mars, and so on, till he got the planetary system arranged, and explained to each one how fast he was to turn on his heel as he went round his orbit!

"Then giving the signal, the sun commenced revolving, and away went the whole team of planets around him, each boy keeping his proper distance from the centre, trotting with the proper velocity in his orbit, and whirling round in due proportion as he performed his revolution. It must have been a rare sight, and a lesson which the boys retained; for do you think, my dear sir, that John, who represented Mercury,* would ever forget that he had an easy time walking round the lubber in the centre; while Will, who represented Herschell, must have been out of breath in scampering around his orbit.

"But if the boys did not forget that lesson, neither did the master; they danced, but he paid the piper; for, horrified, the committee then dismissed him at once—he had been teaching, for aught they knew, the dance of the Turkish der-vishes."

* Did the writer ever see an Orrery? If he did, he is at fault in the description; for Herschell moves at a very slow pace, compared with Mercury.—*W. and Observer.*

Anecdote of Dr. Nott of Union College.

On an evening preceding Thanksgiving, not many years ago, two students left the college with the most *foul* intent of procuring some of the doctor's fat chickens, that roosted in a tree adjoining his house. When they arrived at the spot, one ascended, while the other stood with the bag, ready to receive the plunder. It so happened that the Dr. himself had just left his house, with the view of securing the same chickens for his Thanksgiving dinner. The rogue under the tree hearing some one approaching, immediately crept away, without notifying his companion among the branches. The Doctor came up silently, and was immediately saluted from above as follows: "Are you ready?" "Yes," responded the Doctor, dissembling his voice as much as possible.

The other immediately laying hands on the old rooster, exclaimed—"Here's old Prex, will you have him?" "Pass him along," was the reply, and he was soon in the Doctor's bag—"Here's marm Prex," said the all unconscious student, grabbing a fine old hen, "will you have her?" "Yes," again responded the Doctor. "Here's son John, will you have him?" "Here's daughter Sal, take her?" and so on until he had gone through with the Doctor's family and chickens. The old man then walked off in one direction with the plunder, while the student, well satisfied with the night's work, came down and streaked it for the college. Great was his astonishment to learn from his companion that he had not got any chickens, and if he gave them to any one, it must have been to Dr. Nott. Expulsion, fines, and disgrace, were uppermost in their thoughts, until the next forenoon, when both received a polite invitation from their president, requesting the presence of their company to a Thanksgiving dinner. To decline was impossible; so with hearts full of anxiety for the result, they wended their way to the house, where they were pleasantly received by the old gentleman, and with a large party, were soon seated around the festive board. After asking a blessing, the Doctor rose from his seat, and taking the carving knife, turned to the rogues and said—"Young gentlemen, here's Old Prex, and Marm Prex, son John, and daughter Sal," at the same time touching successively the respective chickens,—to which will you be helped?" The mortification of his students may be imagined.—*Springfield Rep.*

A BEAUTIFUL IDEA.—The baptismal admonition of the Hindoos is as impressive on the bystanders as it is beautiful:—"Little babe, thou enterest the world weeping, while all around you smile; contrive so to live, that you may depart in smiles, when all around you weep."

"What branch of education do you have, chiefly, in your school?" "A willow branch, sir; the master has used up almost a whole willow tree."

Philosophical Query.

Mr. J. M. E., of Bloomingsburg, Ohio, propounds the following query for information:

If a cylindrical tube be filled with water and placed so as to stand perpendicular, on a horizontal plane, and holes be bored in the side at the centre, and also at equal distances from the top and the bottom; what will be the comparative distances on the horizontal plane to which the water will spout from the respective openings. And is fig. 31, page 54, Comstock's Philosophy, correct.

Reply.

This subject is discussed in most treatises on Natural Philosophy, and but one answer is given, by any writer on the subject that we have examined, except Comstock. The water will spout *farthest from the middle opening*. The jets of water from the holes that are at equal distances from the top and bottom, will strike the plane at equal distances from the bottom of the tube. The jets from the holes nearest to the extremities of the tube, will spout the shortest distance, and the distance to which any jet will spout, will increase as the hole approaches nearer to the middle of the column. The following is the proposition in Hydrodynamics, upon which these truths depend.

"If upon the altitude of the fluid in a vessel as a diameter, we describe a semi-circle, the horizontal space described by the fluid, spouting from a vertical orifice at any point in the diameter, will be as the ordinate of the circle drawn from that point, the horizontal space being measured on the plane of the bottom of the vessel." See Gregory's Mechanics, vol. i, page 439. Ed. Lond., 1826. It may further be stated, that omitting the effect due to the resistance of the air, the curve in which the water falls is a Parabola, and the distance to which any jet will reach from the bottom of the tube, may be found by multiplying together the distances that the hole is from the top and bottom, and taking twice the square root of the product. The figure in Comstock's Philosophy is incorrect. From what source it was obtained we are entirely at a loss to conjecture, as every standard work on Natural Philosophy that we have examined from Gravesande, published in London, 1726, (see vol. i, pages 186, and 187,) down to the last octavo edition of Olmsted, published in 1846, has a correct diagram and a true explanation of the problem. Mr. E's communication contained a diagram to which reference was made, but we have stated the query so as to avoid the necessity of referring to a figure.

"Jane, you must not learn arithmetic."

"Why mamma?"

"Because in looking through your's yesterday, I saw that the fractions were vulga'.

For the School Friend.

Indiana.

FORT WAYNE FEMALE COLLEGE.

Having seen the front and ground plans of this College edifice, and learned its proportions, I have no hesitation in expressing my admiration of the contemplated structure. The main edifice is to be fifty feet wide by one hundred deep, with a wing on each side, thirty by sixty feet, making together, a front of one hundred and seventy feet. Including the basement and attic, the main building will be six stories in height; the wing four stories; thus furnishing sufficient space for recitation rooms, private rooms for the faculty, dormitories for the young ladies, &c. The building, when completed, will accommodate, I am informed, between two and three hundred persons. A prominent object of the institution will be to furnish a large number of well qualified teachers, to supply the demands of our rapidly increasing population. I hail with delight the deep interest now beginning to be awakened in different parts of the State, and sincerely hope that something will soon be done to give our public school system an impulse so vigorous as to send its fullest blessings to the most secluded districts.

Indianapolis, Feb. 18, 1847.

N.

For the School Friend.

Illinois.

The annual meeting of the "Franklin Association of Common School Teachers," for the counties of Greene, Jersey, Macoupin, and Madison, was held at Carrollton, the 30th and 31st ult. The inclemency of the weather prevented a full attendance, but the few that did attend, manifested a determined spirit to do all in their power to promote the interests of Common School education. Could officers and parents hear the reports of the teachers, showing the wretched state of their school houses, the irregularity of attendance, and the want of interest on the part of both parents and officers, it would cause them to shudder at the probable consequences of such neglect of duty. The reports show McGuffey's Eclectic Readers are used in all the schools,—the author's directions being generally complied with.

Ray's Series of Arithmetics, reported in use in two schools, and were recommended in a manner that will probably insure a more general use of that valuable work.

Resolutions tending to promote the interests of Common Schools were adopted. The discussion of them called forth the views and experience of the teachers, which gave great interest to the meeting. The association adjourned to hold their semi-annual meeting at Carlinville, Macoupin county, in June next.

SYNERGIS.

"Be moderate in every thing," as the boy said to the schoolmaster, when the latter was whipping him.

McGuffey's Rhetorical Guide.

[BEING THE FIFTH READER OF THE ECLECTIC SERIES.]

This work has been prepared with great care, and is believed to be especially adapted to the wants of the public and teachers, in the present advanced state of education. It is divided into three parts. The first contains particular rules for reading and speaking, under the heads of Articulation, Inflection, Accent, Emphasis, the Reading of Poetry, Modulation, and Gesture. The examples under this head are very copious,—the instructions minute and particular, and the rules and illustrations applicable to every important point embraced in the scope of the subject.

In the SECOND PART, all the principles are exemplified by lessons peculiarly adapted to the object. This is done on a plan entirely original. For example, a few lessons are first given, adapted to practice in Articulation. Then the Inflections are taken up, and the two simplest principles being stated, with a reference to the proper rules, several lessons are given, containing illustrations of these only, and marked accordingly with the proper inflection. Then a few more rules are added to them, an epitome of the whole being placed at the head of the lessons, and all the principles are now for several lessons illustrated and denoted by the proper notation. This principle is carried out, the instruction and exemplification progressing, step by step, until the whole is placed in one connected view before the eye. Thus the pupil is learning by little and little, and reviewing at the same time all that he has learned. This part contains sixty-eight lessons thus arranged and marked with a rhetorical notation. The third part contains one hundred and sixty-nine additional lessons, comprising a great variety of matter upon varied and interesting subjects. Every single lesson has been selected with great care, and a minute examination of its adaptation to the object in view. Nothing has been admitted which has not been decided, upon careful examination, to be calculated to instruct, interest, and elevate the moral and religious character of the reader. It is believed, that, in all respects, in its classification, in its adaptation to the wants of education, in the high tone of its moral and religious sentiments, and its materials in general, as well as the typographical execution, and its cheapness, it is not surpassed by any work of the kind. This belief is confirmed by the universal testimony of intelligent teachers who have used it in their schools.

A WONDERFUL SIGHT.—A jolly Jack Tar, having strayed into a menagerie, to have a look at the wild beasts, was much struck with the sight of a lion and a tiger in the same den. "Why, Jack," said he to a messmate, who was chewing a quid in silent amazement, "I shouldn't wonder if next year they were to carry about a sailor and marine living peaceably together!" "Ay," said his married companion, "or a man and his wife!"

Solutions of the Arithmetical Questions in the School Friend, No. 5.

Question 1st.—It will be readily seen that the prices of one gallon of each, are, as the numbers 1-7, 1-9, and 1-12, or, by reducing these to a common denominator, and taking the numerators, as the numbers 36, 28 and 21, then by the principles of division into proportional parts. As the sum of these numbers is to each one, so is the price of three gallons to the price of a gallon of each kind. This gives for the price of a gallon of brandy, \$1.08, of a gallon of rum 84 cts., and of a gallon of wine, 63 cts.

Question 2d.—Since 12 years and five-eighths of both their ages, are equal to the father's age, it follows, that 12 years and five-eighths of twelve years, or 7 1-2 years, together with five-eighths of the father's age, are equal to the father's age. Hence, 19 1-2 years are equal to three-eighths of the father's age, and one-third of this, or 6 1-2 years, is equal to one-eighth of the father's age. Hence, his age is 8 times 6 1-2 years, or 52 years. *Ans.*

Question 3d.—It is easily found that 4-12 in the quinary scale, is equal to 4-7 in the common scale; also that 7-21 in the nonary scale is equal to 7-19 in the common scale. Then, by the common rule for the subtraction of fractions, the difference between 4-7 and 7-19, is readily found to be 27-133, the required answer.

Arithmetical Questions for the School Friend, No. 6.

1st.—Three merchants having formed a joint stock of 5320 dollars—A's stock continues in trade 5 months, B's 8 months, C's 12 months; and A's share of the gain is 570 dollars, B's 666 dollars, and C's 825 dollars. What was the stock of each?

2d.—Required, the sum of the infinite series,

$$\frac{2}{5} - \frac{4}{15} + \frac{8}{45} - \frac{16}{135} + \frac{32}{405} \text{ \&c.}$$

3d.—In what system of notation would the number 554 be expressed by 95?

**Excellent Rules for the Conduct of Life,
FROM THE PAPERS OF DR. WEST.**

Never to ridicule sacred things, or what others may esteem such, however absurd they appear to me.

Never to resent a supposed injury, till I have the views and motives of the author of it, nor on any occasion to retaliate.

Never to judge a person's character by external appearance.

Always to take the part of an absent person who is censured in company, so far as truth and propriety will allow.

Never to think the worse of another on account of his differing from me in political or religious opinions.

Never to dispute, if I can fairly avoid it.

Never to dispute with a man over sixty-five years old: nor with an enthusiast.

Never to affect to be witty, or to jest so as to wound the feelings of another.

To say as little as possible of myself, and of those nearly related to me.

To aim at cheerfulness without levity.

Never to obtrude my advice unasked.

Never to court the favor of the rich by flattering either their vanity or their vices.

Always to respect virtue.

Always to speak with calmness and deliberation, especially in circumstances which tend to irritate.

Frequently to review my conduct and note my failings.

Always to have some regular, and so far as practicable, healthful employment, either of body or mind.

On all occasions, to have in prospect the end of life and a future state.

[From the Columbia Observer.]

"Ma Pauvre Fille."

BY DAVID R. ARNELL.

(Concluded.)

"But a change came over her character. She had been a careful reader of the Book of books, and while she had glowed in its pathos, kindled in its sublimity, and been enraptured by its song, it had thrown its healing wing over her gentle spirit, and 'the knowledge which maketh wise unto salvation,' had arisen like the day-spring upon her soul. Her affections for me became intense—almost fearful! But you seem weary of my narrative,"—and the old man paused here.

"No, oh no!" I replied, "though I do not think you have yet got to the secret of your daughter's heart. I am something of a sceptic as to matters of love, but I expect your child has formed ties you never dreamed of. You say she loves no one!"

He answered,—"Did I not speak to you of a love? They who have laid up their treasures in Heaven, have their hearts there also, and yet"—but he checked himself, and I thought I could discover the slightest expression of uneasiness working his finely arched lip, as if there was just one little point in her history, which he hardly dared dwell upon.

"If you will scan narrowly a young girl's actions," I replied, "you will see whither they tend—if you will listen with an ear bent towards her heart, you will hear the flutterings of brooding affection—of wild loves—dreamy aspirations and vague desires, though she may not declare them to their object."

"No, you speak well, *she may not!*" he answered emphatically. "Young man, press me no farther; let us separate."

"Not here," I replied, "I am growing interested in your tale."

"To be candid," he resumed, "the failure of her health brought to light the fatal truth, and we traveled in foreign climates, to woo back the departed angel. I was pleased on my return a few years ago, to discover, that there was a visible change for the better."

"What farther?" I asked.

"Nothing!" he answered solemnly.

"I will not deceive you any longer," he replied, "the King of a far distant country loved her, and after our return sent a messenger for her to come and reign on his throne with him. When I found her not unwilling, I bowed my head low to the honor, gave her up in tears, and remained."

"Sir, you did not——"

A pleasant smile passed over his features, as he looked up in my face, and answered, "God forbid that I should any longer accuse his Providence. He would not suffer me to follow my heart's desires, but I expect soon to receive an invitation to go and dwell whither she is gone."

"Is it a pleasant land?" I asked.

"Sir," he replied, "the lines have always fallen to me in pleasant places. I have dwelt with the singing birds in the land of the orange and vine, but that land is the pleasantest I ever heard of."

"Dear sir, speak on."

"They hunger no more, neither thirst any more, neither doth the sun light on them, nor any heat."

I made no answer. At length the old man said, "Thou understandest too well the meaning of those blessed words to mistake me farther. I shall go unto her, but she will not return unto me."

It was in vain that I pressed him to continue his narrative. His heart was full to overflowing.—Taking my arm he led me close to the sepulchre and placing in my hand the flowers I had been so careful in arranging, bowed his white head reverently on the sculptured name of his child, sobbing as if his heart would break. "Ma pauvre fille!" "Ma pauvre fille!"

What a world of trial and disappointment is this! What a cloud hangs over all earthly existence. At times a rainbow spans its dreariness in the indescribable beauty, but ere our eyes have had space to study its fair proportions, it passes away, leaving them to gaze only on the blank dark sky—a thousand fold darker because the rainbow had been there. The child loves the flower—the youth the maiden—the old man the daughter. All are chasing phantoms—beautiful—evanescent! And then, when we find we have embraced a shadow, how we pour into the ears of our Heavenly Parent, the story of our rifled hearts—how we almost chide Him for having ever bestowed upon us the gift of such heart-mocking idols. Chide Him not, my sorrowing friends! We shall get beyond the cloud. We shall see the home of the rainbow, and the fount of the sunshine. Oh! take courage! Our way may be dark, and our cup bitter. But there is a land

where night comes not, nor darkness, nor sorrow, nor crying. Glorious things are spoken of it—strange, wild words, the fullness of whose meaning we cannot comprehend, but which are so sweet that they make our hearts overrun with joy. What if our earth-idols are broken here. They are restored there. We shall behold them "face to face." "Never here—forever there." There—with the "dust shook from their beauty," in spotless purity—there, beyond the remotest of these veils "of twenty thousand lustres," which, spread before mortal gaze, cannot contain the excessive radiance of the face of God—there, in that house not made with hands, whose innumerable, swift valves pour continually upon them floods of brightness, glorifying them each moment yet more exceedingly—there, where the sense of harmony that upbuilds and holds the throne of Jehovah, and is as wings to his angels, and horses to his chariots, shall grow fuller and stronger, and bind them more closely to us, and to God, for ever and ever!

I know these are most important fancies.—"Eye hath not seen, nor ear heard." Yet as I stood by that sacred spot—as I saw that humble and broken spirit, in his utter desolation—as memory went back to my own lost beloved, and as I felt my own yearnings, and my own sin, they floated up unconsciously, and held me a long time in dreamy and profound silence. The old man had not once raised his head from the marble and I began to feel like an intruder into the sanctuary of his grief. I knew I must leave him, yet what could I say? for my own heart was full—full of thoughts which we often have, but can never express. I extended him my hand for a final farewell. He looked up into my face, and breathed an audible "amen," as I ventured to whisper in his ear, "Oh, stricken one! thou art not far from the Kingdom of Heaven."

May 15, 1846.

ADDITION—TWO AND TWO.—A farmer's son, who had been some time at the University, coming home to visit his father and mother, and being, one night, with the old folks, at supper, on a couple of fowls, he told them, that by the rules of logic and arithmetic, he could prove these two fowls to be three.

"Well, let us hear," said the old man.

"Why this," said the scholar, "is one, and this," continued he, "is two, two and one, you know, make three."

"Since ye hae made it out sae weel," answered the old man, "your mother shall hae the first fowl, I'll hae the second, and the third you may keep to yourself, for your learning."—*Saturday Courier.*

LAZINESS grows on people: it begins in cobwebs and ends in iron chains. The more business a man has to do, the more he is able to accomplish, for he learns to economize his time.

P o e t r y .

From the Bangor Gazette.

The School and the School-Mistress.

Beside an unfrequented road,
The rustic school house stood—
Its modest front and moss-grown roof,
Half hidden by the wood.
Around its latticed windows clung,
Sweet flowers and fragrant vines,
And just in front—like sentinels—
Grew two protecting pines.

Few travelers e'er passed that spot,
But stopped awhile to gaze
Upon a scene that brought to mind
Their happy school boy days;
And none e'er turned away, but left
A blessing and a prayer,
For both the teacher and the taught,
Who daily gathered there.

It was my lot, one summer morn,
To journey o'er this road,
And there for full an hour or more,
I rested with my load.
One after one, across the fields,
The tidy children ran,
Ambitious to secure their seats
Before the school began.

A score of faces, bright and clean,
Soon gathered at the door—
A happier group, I've not since seen,
And never saw before,
The merry shout—the ringing laugh,
With music filled the air,
And my sad heart forgot its griefs,
The sinless glee to share.

But soon a watchful child proclaimed
The mistress near at hand,
And murmurs of delight were breathed
Throughout that little band.
I'll ne'er forget that lovely face—
I see it yet in dreams—
And ever to my spirit's eye
An angel face it seems.

As rapidly she pressed the turf,
And passed the easy stiles,
Her glowing cheeks and rosy lips
Were wreathed with radiant smiles.
Amid her charge, at last she stood—
Each answering to her call;
Her usual greeting then I saw—
A kiss for one and all.

This o'er, she led them in, and soon
Low murmurs filled the air;
I listened, breathless and in awe,
To her impassioned prayer.
The sweet "Amen" the children said,
And then a hymn they sung—
And then I heard the studious hum
From every busy tongue.

I trust I was a better man
When I resumed my way;
And never shall my heart forget
The lesson of that day.
O God! on that young teacher's head,
Let thy best gifts descend;
As she to those young sinless souls,
Be thou to her a friend!

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